**Assessment for Unit 4 – Americas and Africa**

**Purpose**: The purpose of this assessment is to allow students a creative way to accomplish several goals:

1. Display evidence of their understanding of core knowledge as well as concepts;
2. Develop the skills to create a meaningful and relevant product;
3. Choose an outlet for their creativity while focusing on the goals laid out in the VA SOLs.

**Objective**: This assignment is designed to *build* content knowledge, *enhance* creativity, and *assess* students’ understandings of main ideas and concepts as laid out in the VA SOLs WHI. 10d, 11a, and 11b.

**Summative Assessment Type**: RAFT (**BOLD** items may be completed in groups)

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| --- | --- | --- | --- |
| **R**ole | **A**udience | **F**ormat | **Goal/Topic** |
| 1. Travel Agent | Tourists | Brochure (Digital or paper) | *Persuade*: Historical Sites |
| 1. Narrator | TV viewers | Documentary | *Describe*: Ancient Religion and Rituals |
| 1. Blogger | Hollywood | Blog | *Analyze*: How Hollywood uses History |
| 1. Teacher | Class | Lesson Plan | *Classify*: Timelines and Sequences |
| 1. Archaeologist | Public | Digital Museum | *Synthesize*: Learning from Artifacts |
| 1. Traveler | The future | Journal/Time Capsule | *Empathize*: A day in the life of… |

**Materials**: The following is a list of materials that may be necessary to complete the projects.

1. Paper (not loose leaf), markers, colored pencils, rulers, tape, glue, scissors
2. Microphone, headphones
3. Note paper
4. Note cards, card stock, markers, colored pencils, tape, glue, scissors
5. Note cards
6. Paper (not loose leaf), markers, rulers, scissors

**Resources**: The following is a list of resources that may be necessary to complete the projects.

1. Computer (Microsoft Word or Publisher), printer (color), internet access, library, textbook, CKN
2. Computer (PhotoStory software), internet access, library, textbook, CKN
3. Computer (Blog Account), internet access, library, textbook, CKN
4. Computer (PowerPoint), internet access, library, textbook, CKN
5. Computer (PowerPoint or Word or PhotoStory), internet access, library, textbook, CKN
6. Computer (Word), internet access, library, textbook, CKN

**Procedure**:

Students will work individually on this project. They will have 1 day to choose their topic and begin brainstorming and 2 class periods of time in the computer lab/library to work on the project. All other work must be done outside of class.

**Essential Knowledge:**

States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.

Axum

* Location relative to the Ethiopian Highlands and the Nile River
* Christian kingdom

Zimbabwe

* Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast
* City of “Great Zimbabwe” as capital of a prosperous empire

West African kingdoms

* Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara
* Importance of gold and salt to trans-Saharan trade
* City of Timbuktu as center of trade and learning
* Roles of animism and Islam

The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.

Mayan civilization

* Located in the Mexican and Central American rain forests
* Represented by Chichén Itzá
* Groups of city-states ruled by kings
* Economy based on agriculture and trade
* Polytheistic religion: Pyramids, rituals

Aztec civilization

* Located in arid valley in central Mexico
* Represented by Tenochtitlan
* Ruled by an emperor
* Economy based on agriculture and tribute from conquered peoples
* Polytheistic religion: Pyramids, rituals

Incan civilization

* Located in the Andes Mountains of South America
* Represented by Machu Picchu
* Ruled by an emperor
* Economy based on high-altitude agriculture
* Polytheistic religion
* Road system

Achievements of Mayan, Aztec, and Incan civilizations

* Calendars
* Mathematics
* Writing and other record-keeping systems

**Assessment**: The following is a general **RUBRIC** that will be used for assessing students’ understanding.

THIS IS HOW YOU WILL BE GRADED!!

**Role**: Student creates a specific role. Contextual cues within the product display a message from a defined point of view relevant to the content.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (7) | Acceptable (8) | Strong (9) | Very Strong (10) |
| Student |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Audience**: Student addresses a specific audience. Contextual cues within the product display a content-relevant message to a defined audience.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (7) | Acceptable (8) | Strong (9) | Very Strong (10) |
| Student |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Format**: Student chooses a creative format – one that might showcase one of the student’s strengths. The product’s format not only enhances the message to the intended audience, but is also appropriate for the role and content.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (7) | Acceptable (8) | Strong (9) | Very Strong (10) |
| Student |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Topic/Goal**: Student focuses upon a particular topic relevant to the field of study. The product’s topic is relevant to the content. The student clearly displays his or her understanding of the major concepts within the content and of the role and audience for whom the product is intended.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (7) | Acceptable (8) | Strong (9) | Very Strong (10) |
| Student |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Accuracy**: Student identifies and explores all of the essential knowledge laid out in the project description. Content about both Africa and the Americas should be included in the final product.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (7) | Acceptable (8) | Strong (9) | Very Strong (10) |
| Student |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Total Points**: \_\_\_\_\_\_\_\_ / 50

**Comments**: